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AUTHOR Humphreys, Debra
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ABSTRACT

The four papers in this document address issues of higher education, race, and diversity. First, "The Impact of Diversity on College Students: The Latest Research," reviews recent studies and finds that diversity initiatives, from those focusing on access, to those focusing on campus climate, to those focusing on comprehensive institutional transformation, provide demonstrable benefits to all students, whatever their backgrounds and characteristics. Second, "Diversity and the College Curriculum: How Colleges & Universities Are Preparing Students for a Changing World," presents an overview of developments in curriculum transformation and a discussion of what these changes seek to accomplish, as well as a list of resources on diversity and the college curriculum. Third, "Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action," debunks myths about affirmative action and faculty hiring, provides facts on how the job market actually works for minority faculty, and concludes that affirmative action hiring policies are still necessary to ensure equal treatment for women and minority candidates. Finally, "Political Correctness: The Truth about Diversity and Tolerance in Higher Education," provides data refuting claims that conservative faculty members and students are being persecuted for their beliefs and that efforts to address diversity and intolerance result in more rather than less tension on college campuses. (Individual papers contain references and additional resources.) (DB)

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Higher Education, Race & Diversity:

Views *from the* Field

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Views from the Field

Higher education, race and diversity are often the subjects of highly charged conversation and debate. These papers are intended to provide facts, figures and discussions about the realities of campus life that can serve as a starting point for dialogues around higher education, race and diversity.

The Impact of Diversity on College Students:
The Latest Research

Diversity courses challenge students to think in more complex ways about identity and history, and avoid cultural stereotyping.

Over the past several decades, colleges and universities have instituted a wide variety of programs and new curricula to better educate all students for a diverse society and interconnected world. Some critics have challenged the usefulness of these programs.

An increasingly comprehensive body of research is now emerging that documents the effects of diversity on student learning and campus relations. A new publication from the Association of American Colleges and Universities, *Diversity Works: The Emerging Picture of How Students Benefit*, provides an overview of the latest research and includes an annotated bibliography of more than 300 different research studies from across the nation.

Authors of this study surveyed research related to a variety of areas of campus diversity. They summarize research results on efforts to improve access, retention, and success of traditionally underrepresented students and the impact of demographic, cultural and social changes on college and university campuses. These include changes in campus services, intergroup relations, curricular and pedagogical practices, and institutional and organizational policies and procedures.

Taken as a whole, this research suggests several conclusions about the impact of diversity on students:[1]

1) Campus diversity initiatives have positive effects on both minority and majority students. They improve students' relationships on campus and affect positively their satisfaction and involvement with their institutions and their academic growth.

2) Beyond their proven capacity to improve access and retention of underrepresented groups of students, comprehensive diversity initiatives also promote satisfaction, academic success, and cognitive development for all students.

3) Despite these efforts, the research clearly documents that many students—including many minority students, white women, gay and lesbian students, and disabled students—still find the campus climate unresponsive to their needs, past experiences, and educational expectations. Students often feel marginalized in existing institutional cultures.

4) Involvement in specialized student groups—such as ethnic residential theme houses, support centers, and academic departments—benefit both minority and majority students. These activities appear to contribute to increased satisfaction and retention of those students involved in such programs.

5) Many students seem to anticipate and desire greater levels of intergroup contact than they actually experience on campus. In fact, opportunities for interaction between and among

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student groups are desired by virtually all students. When they do occur, such interactions produce clear increases in understanding, decreases in prejudicial attitudes, and positively affect academic success. These interactions are likely to be more beneficial when they are institutionally supported, when the participants are equally valued, and when they involve projects with common goals and outcomes.

6) Research shows that when students perceive that there is a broad campus commitment to diversity, there is increased recruitment and retention of students from underrepresented groups and an increase in all students' satisfaction and commitments to improving racial understanding.

7) Diversity in the curriculum has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, and on overall satisfaction with the college or university. These benefits are particularly powerful for white students who have had less opportunity for such engagement.

Research in a variety of areas suggests that efforts to increase the acceptance of diversity on campus and to reduce prejudicial attitudes and actions on the part of students, faculty, and staff are needed and, when they occur, are generally successful. In the areas of campus climate, intergroup relations, and curricular change, there is especially encouraging news.

Special campus services designed to support minority students, including racial and ethnic theme houses, student organizations, and academic departments positively contribute to minority student retention.

- One study found that African American alumni who had participated in theme houses reported more positive experiences than those living in predominantly white residential settings.[2] Another study found that African American theme houses provided support and cultural enrichment to participating students.[3]

In addition to providing the necessary specialized support services that underrepresented students need, campus leaders are also designing many programs to increase intergroup communication and learning on campus.

- A series of studies at the University of Michigan found that an intergroup dialogue program was effective in decreasing prejudicial attitudes among students.[4]
- Another study at Shippensburg University in Pennsylvania found that a program designed to facilitate communication and understanding among college students from diverse backgrounds was very effective. After completing the program, white students were more optimistic about intergroup understanding, more comfortable interacting with minority students, and more aware of racial issues.[5]

Evidence is also emerging which indicates that, beyond special programs, the existence of diverse populations of students on college campuses has positive educational effects on both majority and minority students.

- A 1996 study of 300 campuses found that racially-mixed student populations have positive effects on retention, overall college satisfaction, college grade point average, and intellectual and social self-confidence.[6]

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Researchers are also documenting the effects of addressing diversity issues in college courses.

- One comprehensive national study found that faculty emphasis on diversity in courses has positive effects on openness to racial understanding and overall satisfaction with college.[7]
- Another study found that cognitive development advances among students participating in a course on multiculturalism.[8]
- A study conducted at the University of Michigan that investigated the impact of intergroup contact and course work dealing with racial and ethnic issues found that this course work had the most significant positive impact on increased support for educational equity.[9]
- A 1996 study examining the impact of multiculturalism on white students' sense of community, cultural awareness, interest in promoting racial understanding and satisfaction with college also reported positive results in each of these areas.[10]
- A 1991 study found that a comparative multicultural course requirement at the University of California-Berkeley led students to a greater appreciation of works of culture in different societies.[11]
- Another study found that students whose professors included racial/ethnic materials in their courses reported higher levels of satisfaction with their college experience.[12]
- Finally, contrary to claims of some critics of women's studies courses, several studies reveal that these courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men.[13]

It is clear from this growing body of evidence that diversity initiatives, from those that focus on access to campus climate to curriculum change to comprehensive institutional transformation, provide demonstrable benefits to all students, whatever their backgrounds and characteristics. There is considerable evidence that higher education's efforts to address diversity issues on campus and in the curriculum are fostering intellectual development, cultural knowledge, and interracial understanding among college students.

Notes

1. Smith, D. G., et. al. *Diversity Works: The Emerging Picture of How Students Benefit.* Washington, D.C.: Association of American Colleges and Universities, 1997.
2. Spitzburg, I. J., and V. V. Thorndike. *Creating Community on College Campuses.* Albany: State University of New York Press, 1992.
3. Lomotey, K. "The Retention of African American Students: The Effects of Institutional Arrangements in Higher Education." paper presented at the annual meeting of the American Educational Research Association, April, 1990, at Boston, Massachusetts.
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6. Chang, M. J. "Racial Diversity in Higher Education: Does a Racially Mixed Student Population Affect Educational Outcomes?" Ph.D. disertation, University of California, Los Angeles, 1996.

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7. Astin, A. *What Matters in College?: Four Critical Years Revisited.* San Francisco: Jossey-Bass, 1993.

8. Adams, M., and Y. Zhou-McGovern. "The Sociomoral Development of Undergraduates in a "Social Diversity" Course: Developmental Theory, Research, and Instructional Applications." paper presented at the annual meeting of the American Educational Research Association, April 1994, at New Orleans, Louisiana.

9. Loper, G. E. "The Effect of Group Contact and Curriculum on White, Asian American, and African American Students' Attitudes." Ph.D. dissertation, University of Michigan, 1993.

10. Tanaka, G. K. "The Impact of Multiculturalism on White Students." Ph.D. dissertation, University of California, Los Angeles, 1996.

11. Institute for the Study of Social Change. *The Diversity Project: Final Report.* Berkeley, CA: University of California, 1991.

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13. Musil, Caryn McTighe. *The Courage to Question: Women's Studies and Student Learning.* Washington, D.C.: Association of American Colleges and Universities, 1992; and Bargad, A., and J. S. Hyde. "Women's Studies: A Study of Feminist Identity Development in Women," *Psychology of Women Quarterly* 15 1991: 181-201.

Additional Resources on the Impact of Diversity on Students

Guarasci, Richard and Grant Cornwell. ***Democratic Education in an Age of Difference: Redefining Citizenship in Higher Education.*** (San Francisco: Jossey-Bass, 1997).

Humphreys, Debra. ***General Education and American Commitments: A National Report on Diversity Courses and Requirements.*** (Washington, DC: AAC&U, 1997).

Musil, Caryn McTighe, et. al. ***Diversity in Higher Education: A Work in Progress.*** (Washington, DC: AAC&U, 1995).

Smith, Daryl G., et. al. ***Diversity Works: The Emerging Picture of How Students Benefit.*** (Washington, DC: AAC&U, 1997).

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Diversity and The College Curriculum:
How Colleges & Universities Are Preparing Students For a Changing World

Diversity courses challenge students to think in more complex ways about identity and history, and avoid cultural stereotyping.

America's colleges and universities are educating a larger and more diverse group of students than ever before. As student bodies become more diverse, scholars are generating a plethora of new knowledge about the diversity of cultural traditions and histories in America and around the world.

Some critics have misrepresented what these developments mean for today's students. Their reports ignore the renaissance in curriculum, teaching, intercultural understanding, and civic dialogue that characterizes how colleges and universities are transforming what and how they teach. College courses today offer students a deeper and more complete picture of America's culture and history. Professors are utilizing new texts and teaching techniques designed to prepare students for increasingly complex and diverse communities and workplaces.

Battles about what sorts of courses should be taught in college are not new and are no more heated today than they have been in the past. Critics calling for a return to a purportedly uncontested past curriculum of "timeless truths" present an inaccurate history. They charge that a core curriculum focused on "classic" texts and "western civilization" is threatened by current curricular innovations. As historian and author Lawrence Levine of George Mason University reminds us, however, "The canon and the curriculum . . . were constantly in the process of revision with irate defenders insisting, as they still do, that change would bring instant decline. The inclusion of "modern" writers from Shakespeare to Walt Whitman . . . came only after prolonged battles as intense and divisive as those that rage today."[1]

This paper explores current developments in curriculum transformation. It presents a brief overview of what these changes seek to accomplish and what they mean for today's college students. It ends with a list of additional resources on curriculum change in higher education.

More and more colleges and universities across the nation are transforming their curricula because college leaders increasingly recognize that knowledge about the diversity of American history and culture and knowledge about international diversity are essential for today's students.

- In a survey of 65 institutions involved in a recent curriculum transformation project sponsored by the Association of American Colleges and Universities (AAC&U), almost 60 percent had instituted requirements that students take at least one course addressing diversity. Many more schools are moving toward instituting such requirements.[2]
- Another study found that of 196 colleges and universities surveyed, 34% had a multicultural general education requirement, 33% offered course work in ethnic and women's studies, and 54% had introduced multicultural material into their departmental course offerings.[3]

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The Facts About Changes in the College Curriculum

1. Diversity courses teach students skills they will need to succeed in the 21st century.

- A course at the University of Michigan, "Intergroup Relations, Conflict and Community" teaches students how to address constructively conflicts that arise among and within different groups and explores the possibility for building community across racial and ethnic boundaries. This course and scores of others across the country are teaching students valuable skills they will need to function in a diverse world—listening, empathy, fairness, dialogue, intercultural communication, conflict resolution, and collaborative problem-solving.

- Courses that incorporate new ***historical*** knowledge are also preparing students to meet contemporary challenges. Some examples include the core course at Occidental College in California on "The History of Human Patterns of Migration, Emigration and Immigration." Students are learning about changes in immigration laws and the experiences of various immigrant groups. These students will be much better prepared to engage the challenges presented by immigration today.

2. A diversified curriculum can help bridge differences, both on campus and in society. Learning about the diversity of U.S. and global cultural traditions brings groups of students together rather than dividing them.

- Students who have taken a new required course on "Self and Community" at Olivet College in Michigan report that they now find it easier to discuss issues of racial conflict outside the classroom. Students report that taking the course has encouraged them to reach out and socialize with students who have backgrounds different from their own.

- Campus leaders at SUNY-Buffalo report that a required course on "American Pluralism and the Search for Equality" has also had an impact beyond the classroom. Students consistently report that the course gives them an opportunity to discuss sensitive issues. In fact, in the midst of a heated campus debate in which race figured prominently, it was students from this course who were most informed about the issues and contributed most productively to the debate.

- Many campuses now sponsor programs that provide students with structured opportunities to work in diverse groups on pressing community problems. At California State University-Los Angeles, for instance, diverse groups of students, guided by their professors, worked with Los Angeles community members to design and conduct a needs assessment of Boyle Heights, a neighborhood adjacent to the campus with a largely Latino population. They studied student dropout issues and prevention programs in ethnically diverse high schools. They also surveyed and assessed the impact of the informal economy of local street vendors.

3. Diversifying and expanding the knowledge base of the college curriculum does not prevent students from studying traditional texts.

- Contrary to some reports, faculty members are not ignoring traditional canonical texts as they expose students to new voices that have also shaped our history and culture. In fact, students are gaining a deeper understanding of classic texts through these new courses. "Inventing America," a course at Lewis and Clark College in Oregon focuses on concepts of equality and freedom, justice and authority, and conflict and consensus. Students study the Declaration of

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Independence, the Constitution, the Bill of Rights and the 14th Amendment in addition to key court cases and diverse commentators on democracy and the American experience including Alexis de Tocqueville, Thomas Jefferson, Sojourner Truth, Ralph Ellison, and Ronald Takaki.

- Newly transformed American literature survey courses across the country still include texts by authors like Herman Melville, Mark Twain, Walt Whitman, and Nathaniel Hawthorne. But by also studying the slave narratives of Frederick Douglass and Harriet Jacobs, students in these courses are better able to understand the racial dynamics that informed the writing of more "classic" authors.

4. Diversity courses challenge students to think in more complex ways about identity and history, and *avoid* cultural stereotyping.

- By offering increasingly sophisticated and comparative perspectives, new college courses challenge simplistic or stereotypical notions of cultural identity. Courses like "Hispanic Cultures in the U.S." at SUNY-Albany or "Sociology and Culture of American Ethnicity" at North Seattle Community College teach about cultural identity, but also consider the multidimensional nature of cultures. These courses work against stereotyping even as they teach students about cultural differences.[4]

- Through courses like "Comparative Race Relations: A History of Race Relations in South Africa, Brazil and the United States" at Rowan University in New Jersey, students develop a more complex understanding of what shapes their own attitudes and beliefs, where their own cultural traditions came from, and how they interrelate with other traditions.

In addition to the testimony of students and faculty from across the country about these new and transformed courses, educational researchers are also beginning to document the positive impact on student learning that these curricular changes are having.

- One comprehensive national study found that faculty emphasis on diversity in courses has positive effects on openness to racial understanding and overall satisfaction with college.[5]

- Another study found that cognitive development improves among students participating in a multicultural course.[6]

- A study conducted at the University of Michigan that investigated the impact of intergroup contact and course work dealing with racial and ethnic issues found that course work had the most significant positive impact on increased support for educational equity.[7]

- A 1996 study examining the impact of multicultural courses on white students' sense of community, cultural awareness, interest in promoting racial understanding, and satisfaction with college also reported positive results in each of these areas.[8]

- A 1991 study found that a comparative multicultural course requirement at the University of California-Berkeley led students to a greater appreciation of the complexity of artistic productions in various cultures.[9]

- Another study found that students whose professors included racial/ethnic materials in their courses reported higher levels of satisfaction with their college experience.[10]

- Finally, several studies reveal that women's studies courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men.[11]

This research and trends across the country suggest that, contrary to critics' claims, diversifying the college curriculum is resulting in a more rigorous educational experience for today's college students. While some *new* courses are being added, many of the changes in the college curriculum are improvements to existing courses.

Faculty members today are striving to provide a more complete and complex picture of culture and history. The growing evidence suggests that these efforts are paying off for today's students. They are fostering intellectual development, expanded cultural knowledge, and interracial understanding among college students.

Notes

1. Lawrence Levine. *The Opening of the American Mind: Canons, Culture, and History.* (Boston: Beacon Press, 1996): 15.
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3. Richard Light and Jeanette Cureton. "The Quiet Revolution: Eleven Facts About Multiculturalism and the Curriculum." *Change.* (Jan/Feb, 1992).
4. Debra Humphreys. *General Education and American Commitments: A National Report on Diversity Courses and Requirements.* (Washington, D.C.: AAC&U, 1997).
5. Astin, A. *What Matters in College?: Four Critical Years Revisited.* San Francisco: Jossey-Bass, 1993.
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Additional Resources on Diversity and the College Curriculum

Resources from the Association of American Colleges and Universities

The Drama of Diversity and Democracy: Higher Education and American Commitments

The first in a series of reports written by a National Panel of scholars convened through AAC&U's American Commitments initiative, this report explores higher education's responsibilities within a diverse democracy. Challenging conventional arguments that equate diversity with balkanized groups, the authors call on higher education to provide public leadership in helping the nation see the connections between diversity issues and the unfinished work of building a successful and inclusive democracy. The report provides a broad societal analysis of United States diversity issues and is recommended for trustees, general readers, and campus groups.

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Liberal Learning and the Arts of Connection for the New Academy
The second report written by the American Commitments National Panel explores goals for liberal learning in a diverse democracy and argues that the liberal arts of the future will include ways of relating and learning across difference. Written for faculty members and curriculum committees, this report should be used in connection with *American Pluralism and the College Curriculum* described below.

American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy
The third report explores curricular practices that help prepare all students for a diverse society. It makes specific recommendations for teaching diversity across the curriculum, in both general education and major programs, and describes effective diversity courses and requirements in a broad range of institutions — large and small, public and private, two- and four-year.

Diversity Works: The Emerging Picture of How Students Benefit
When a campus makes — and is perceived by its students to make — a significant commitment to diversity, educational gains are made across the entire student body. Student participation in campus diversity initiatives contributes to measurable changes in openness to difference, increased commitment to social justice, as well as to cognitive development and academic success. These results are explained in this report which also provides an overview and a critical examination of diversity research literature. The authors ask "What works?" and then provide answers, while also explaining the theory and tools available for studying diversity in higher education.

Diversity in Higher Education: A Work in Progress
This book represents the insights of four diversity evaluators—Caryn McTighe Musil, Mildred García, Yolanda T. Moses, and Daryl G. Smith—who assessed the institutional impact of the first round of grants awarded under the Ford Foundation's Campus Diversity Initiative to nineteen residential colleges and universities. With lessons from the field, this monograph is designed to assist institutions in thinking strategically about how to make diversity more integral to the mission and practices of higher education.

Core Curriculum and Cultural Pluralism: A Guide for Campus Planners
Written by Betty Schmitz, this rich study reports on emerging models for multiculturalism in core curricula and provides a roadmap for academic leaders looking to design and pass new general education programs. It includes sample syllabi, core proposals, curriculum profiles, and a step-by-step guide through the potholes of curriculum change and faculty development.

General Education and American Commitments: A National Report on Diversity Courses and Requirements
Written by Debra Humphreys, this overview of curricular changes at 65 colleges and universities involved in the first part of the American Commitments Curriculum and Faculty Development network provides concrete examples of new courses, programs and curricular models on U.S. pluralism. It also provides practical advice on the process and politics of curriculum change.
To order any AAC&U publication, contact AAC&U Publications Desk, 1818 R Street, Washington, D.C. 20009; 202/387-3760; pub_desk@aacu.nw.dc.us

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Other Resources on Diversity and the College Curriculum

Creating an Inclusive College Curriculum: A Teaching Sourcebook from The New Jersey Project, edited by Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg

Includes over 40 syllabi and teaching resources for both two-year and four-year colleges and universities. Reflective essays rethinking pedagogy and course content cover such subjects as the structures of knowledge, feminist science, psychoanalysis and feminism, and affirmative action. The volume also contains information about initiating, sustaining and renewing curriculum transformation projects. Syllabi include course content, weekly outlines, reading lists, and assignments. (Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027; 212/678-3919)

Diversity Within America's Catholic Colleges and Universities

A report of findings from the Association of Catholic Colleges and Universities survey of its two hundred member institutions. Contact William Martineau at Association of Catholic Colleges and Universities, 202-457-4650.

Selected Bibliography of the Cultural Pluralism Institute

This bibliography edited by Johnnella Butler and Andrew Bartlett, includes the major texts and readings of the joint Washington Center for Improving the Quality of Undergraduate Education/University of Washington Cultural Pluralism Institute. Contents include sections devoted to: multiethnic literature; African American, American Indian, Asian American, and Chicano/Latino materials; curriculum transformation; and institutional change (January 1995). Contact: Johnnella Butler, Box 354380, University of Washington, Seattle, WA 98195-4380.

World Wide Web Resources

DiversityWeb

DiversityWeb serves as an electronic hub linking nearly 300 institutions' work on diversity via the World Wide Web. Housed at the University of Maryland at College Park, **DiversityWeb** includes a World Wide Web home page connected to campus-based diversity home pages, but also contains essential information about diversity efforts nationwide. **DiversityWeb** helps participating institutions explain, categorize and link their diversity priorities, practices and accomplishments. Finally, it includes a **Leader's Guide**—a topically organized consumers' guide to strong diversity practices and resources.
(http://www.inform.umd.edu/diversityweb)

Managing Diversity

http://www.umich.edu/~igrc

The Program on Intergroup Relations, Conflict & Community (IGRCC) at the University of Michigan is a multicultural and diversity education program organized under the divisions of Student Affairs and Academic Affairs. IGRCC is an innovative effort to educate students and members of the University community about intergroup relations and various forms of conflict among social groups. It links formal education course work to the living and social experiences of students outside of the classroom. The program brings together people from various social and

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racial/ethnic backgrounds to discuss commonalities and differences, address issues of conflict, and learn how to deal with these issues constructively.

University of Washington Curriculum Transformation Project
http://weber.u.washington.edu/~ctp/about.htm
The University of Washington Curriculum Transformation Project was initiated in 1991 and became an administrative unit of the Office of Undergraduate Education in January 1995. Its primary responsibilities are assisting both individual faculty and academic departments with curriculum change related to gender and cultural pluralism. The website has information about the project's current available resources and activities; several sample syllabi; a series of bibliographies; and a newsletter on curriculum transformation efforts at Washington and around the country. The site also links to other diversity related sites.

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Faculty Recruitment in Higher Education:
Research Findings on Diversity and Affirmative Action

While 29.3 percent of undergraduate students are now minorities, the percentage of full-time minority faculty is 12.2. Only 9.2 percent of full professors are people of color.

Critics of affirmative action in higher education have suggested that proactive efforts to diversify the pool of minority and women ***faculty members*** are unnecessary and/or unfair. Evidence suggests, however, that current efforts to diversify college faculty are, in fact, both fair and badly needed if higher education is to adequately serve America's current and future students.

This paper debunks several myths about affirmative action and faculty hiring in higher education. It provides facts about the history of diversity in higher education, the actual numbers of women and minority faculty members, and how the recruitment process works.

Why is it Important to Have a Diverse Faculty?

Over the past several decades, American higher education has undergone a remarkable expansion and democratization. In 1900, only four percent of high school graduates attended college.[1] Today, 75 percent of high school graduates will spend at least some time in college.[2] As Louis Menand recently noted in the ***New York Times Magazine,*** "The democratization of higher education is one of postwar America's greatest accomplishments. Half the work force now passes through college."[3]

While colleges and universities initially opened up their enrollments to returning GI's and other primarily white, male members of the middle and working classes, today many more white women and racial and ethnic minority students are gaining access to higher education.

Since higher education now ***involves*** most of America, its faculty and leadership ought to ***look*** more like America. In the current higher education job market, there are many qualified minority and white women candidates seeking faculty positions.

A diverse faculty will mean better educational outcomes for ***all*** students. To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. The more diverse college and university faculty are, the more likely all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. It is also important that colleges and universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world. Since white women and minority faculty are also frequently those who take scholarship and teaching in new directions, their presence on campus also makes ***this*** goal easier to attain.

Despite some progress, white women and ethnic minorities are still grossly underrepresented among college faculty. Aggressive recruitment efforts are still needed to achieve equity among college faculty.

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How Diverse is the Current Faculty in Higher Education? What Progress Has Been Made?

- In 1941, a survey of predominantly white colleges and universities conducted by the Julius Rosenwald Fund found only two black faculty members — both in nonteaching, laboratory positions — in all of these institutions nationwide. That year, Dr. Allison Davis, the eminent black sociologist, was appointed to a full-time faculty position at the University of Chicago, at the urging of, and with his salary partially subsidized by, the Rosenwald Fund.[4]
- In the aftermath of World War II, women faculty actually lost ground. Around 1900, the proportion of women on college faculties was 20 percent. Their numbers gradually increased to 25 percent by 1940. During the postwar period, however, the representation of women on college faculties declined to 23 percent in the 1950s and to 22 percent in the 1960s. In addition, women faculty have always been concentrated in the lower ranks and in less prestigious institutions.[5]
- While more than half the current college undergraduate student population are women, only 33.6 percent of full-time faculty are women.
- While 29.3 percent of undergraduate students are now minorities, the percentage of full-time minority faculty is 12.2. Only 9.2 percent of full professors are people of color.[6]

These current numbers represent significant improvement over a relatively short period of time. Clearly, however, higher education has a long way to go before its faculty will reflect its student populations or the diversity of our society.

- In 1993, just 10.5 percent of undergraduate students and 4.8 percent of full-time faculty members were African American. That same year, 7.4 percent of undergraduate students and 2.3 percent of full-time faculty members were Hispanic. In 1993, 5.1 percent of undergraduate students and 4.7 percent of full-time faculty members were Asian American. That same year, 0.9 percent of undergraduate students and 0.4 percent of full-time faculty members were Native American.
- One-third (33 percent) of full-time undergraduate faculty were full professors during the 1995-96 academic year. While 34.6 percent of white faculty were full professors, only 23 percent of faculty of color had attained full professor status.
- More than 40 percent of all male faculty members held the rank of full professor in the 1995-96 academic year. This rate was more than double the 17.5 percent of female faculty who attained this position.[7]

How Does the Job Market Actually Work for Minority Faculty?

Many colleges and universities are working vigorously to remedy these disparities and to hire more faculty of color. They are not unfairly favoring white women or people of color during the hiring process. In fact, evidence suggests that white men are still the most successful group at securing the best jobs in higher education.

The market for faculty positions is extremely competitive; only the most qualified and best-credentialed candidates, regardless of gender or racial background, compete for scarce faculty

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positions. As John K. Wilson recently noted, "The understandable resentment of white males at the difficulty *every* new Ph.D. faces in a tough job market has been converted into an attack on affirmative action."[8] The facts reveal, however, that white males are still overrepresented on college faculty and are not disadvantaged even in the current tight market.

- In a 1989 study, 57.6 percent of men with new history doctorates were hired, compared with only 53.6 percent of women with doctorates in history.[9]

The data on who is employed in tenure track positions (assistant professors) and who is employed in nontenure track posts (instructors and lecturers) counters claims of "reverse discrimination" against white men. These statistics are particularly good indicators of job market realities since nontenure track positions are usually filled by those who cannot get tenure track jobs.

- In the fall of 1992, white men were 47.3 percent of assistant professors but only 44.1 percent of instructors and 29.6 percent of lecturers. African Americans were only 5.8 percent of assistant professors, but 6.9 percent of instructors and 6.3 percent of lecturers. Women of all ethnic groups were 42.5 percent of assistant professors, 47.7 percent of instructors and 61.9 percent of lecturers.[10]

Further evidence from the Modern Language Association confirms that recent affirmative action efforts have not yet remedied the effects of gender discrimination in faculty hiring.

- While women earned more than half of the English Ph.D.'s in the 1980s, they were less likely than men to get tenure track positions. Only 56 percent of the women who earned English Ph.D.'s from 1981 to 1986 had tenure track jobs in 1987, compared with 77.8 percent of the men. While men earn 12 percent fewer new doctorates than women, they receive 22.3 percent more of the tenure track positions.[11]

Myths about "reverse discrimination" in faculty hiring are further disproved in a recent study by Daryl Smith of the Claremont Graduate University. This study examined the employment experiences of 393 white men and women and minority Ph.D.'s who were recipients of prestigious Ford, Mellon, and Spencer fellowships. This study found that:

- Claims that faculty of color are in great demand and subject to bidding wars are greatly exaggerated. Even among these highly select doctoral recipients career opportunities have been diminished by the difficulties of the current faculty job market and limited options.
- Only 11 percent of scholars of color were actively sought after by several institutions simultaneously — which means 89 percent of scholars of color were not the subject of competitive bidding wars.
- Twenty-four percent of white men, 27 percent of white women, 26 percent of men of color, and 25 percent of women of color were among those in the study who had the most job options, which suggests a nearly even distribution of access between men and women and across race, again undercutting contentions that people of color (and especially women of color) are advantaged on the job market.
- Contradicting the notion that campuses are so focused on diversifying faculty that heterosexual white males have no chance, white men in the study had a variety of experiences — from the 20 percent who did not receive regular faculty appointments to the 24 percent who had a favorable result in the labor market.[12]

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Colleges and universities are, indeed, interested in hiring more white women and racial and ethnic minorities as faculty members. And, as in industry, many colleges and universities have set up narrowly-tailored affirmative action goals and timetables for diversifying their faculty. For those white women and racial and ethnic minorities who manage to make it through graduate school, attain a Ph.D., enter the academic job market, and finally obtain an interview, racial or gender background may be one of many factors considered in hiring. However, it is more likely that the prestige of a candidate's graduate school and the connections of a candidate's mentors will be more decisive factors in the hiring process.

Affirmative action policies are still necessary to remedy past and current discrimination, and also because the current job market is not a meritocracy. As John K. Wilson puts it, "Cronyism, personality conflicts, and outright bias are present throughout academia when choices for faculty and tenure decisions are made behind closed doors on the basis of highly subjective evaluations."[13]

Narrowly-tailored affirmative action hiring policies are still necessary to ensure equal treatment for women and minority candidates.

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Political Correctness:
The Truth About Diversity and Tolerance in Higher Education

Students who are given the opportunity to learn about and discuss topics like racial prejudice and anti-Semitism in the controlled environment of a college classroom report that it becomes easier for them to discuss these kinds of issues in mixed student groups outside the classroom.

What is "Political Correctness?"

The term "political correctness" was originally a "self-mocking" term used by liberals and leftists to criticize extremist or intolerant tendencies within their own political groups. It eventually was appropriated by conservative activists seeking to attack and focus negative attention on a variety of higher education reforms.

Using the term "political correctness," critics have attacked an array of reforms in higher education designed to increase tolerance for diversity on campus, increase access to higher education among previously excluded groups of students, and transform college curricula to better account for the diversity of American history, culture and society.

Critics allege a "liberal conspiracy" to stifle academic freedom and subvert standards. They claim that ***conservative*** faculty members and students are being persecuted for their beliefs on college campuses. They allege that efforts to diversify the campus and improve the accuracy of what is being taught are really part of a "conspiracy" to fracture the country and undermine basic American and Western values. Finally, they allege that efforts to address diversity and intolerance result in ***more*** rather than ***less*** tension on college campuses. These attacks do not reflect the reality of life on college campuses today.

Intolerance on Campus: Who is Really Being Victimized?

Contrary to claims that white male students tend to be unfairly attacked solely because of their gender, race, or political views, white women and students of color are much more frequently the victims of discrimination and sometimes violent acts of intolerance. Bigotry on college campuses is still commonplace.

- A 1991 survey by the American Council on Education found that "36 percent of all institutions — and 74 percent of the research institutions — reported incidents of intolerance involving race, gender, or sexual orientation."[1]
- According to the Anti-Defamation League, anti-Semitic incidents on college campuses have risen sharply in recent years, from 54 in 1988 to 114 in 1992.[2]

There is also considerable evidence to suggest that women and students of color are treated unfairly not only by peers, but also within many college classrooms. Ruth Sidel's recent book, ***Battling Bias:***

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The Struggle for Identity and Community on College Campuses, documents scores of cases of bias against white women and students of color on campuses across the country. In summarizing their impact on student learning and academic success, she asks, "How do you cope psychologically with being called a 'nigger bitch' your first day at college, with repeated anti-Asian slurs, with the assumption that your academic ability is inferior simply because your skin, hair, and eyes are of a darker hue, or with being treated with suspicion as a potentially dangerous black man on your own college campus? How can students avoid internalizing these negative messages and develop or preserve their sense of self-worth?"[3]

Women's educational opportunities also are affected by sexual harassment on college campuses, which evidence suggests is pervasive.

- "A study of women seniors at Berkeley found that 29.7 percent had experienced some kind of sexual harassment from male instructors during college . . . A 1983 study at Harvard discovered that harassment was pervasive: 34 percent of female undergraduates, 41 percent of female graduate students, and 49 percent of female untenured faculty reported being harassed. A 1987 study of 356 female graduate students found that 60 percent had experienced sexual harassment, and nine percent reported pressure to date or have sex with a faculty member."[4]

A few campuses have attempted to combat these increasingly frequent incidents of harassment by revising or creating new codes of conduct for students. However, contrary to some high-profile critiques, there is no evidence of a censorship crisis on campus.

- "A 1992 *Chronicle of Higher Education* investigation found that 'campus codes that ban hate speech are rarely used to penalize students.' Administrators reported that 'few students have used the codes to lodge complaints against others,' and punishments, when meted out, are rarely harsh."[5]

- "A 1994 study of speech codes at America's 20 largest public universities found that only half have policies of any kind regulating 'hostile or harassing speech or conduct,' and even these are rarely enforced. The researchers concluded that 'despite increasing "hate speech" incidents, the policies go relatively unused.'"[6]

What is Really Being Taught and is Anyone Being Silenced?

While critics often claim that a new, more narrow "orthodoxy" is being imposed on students, in fact, reform efforts have *opened* the curriculum to perspectives and intellectual traditions that had been ignored in the past. They are creating more respectful dialogue in college classrooms. These efforts do not result in a silencing of voices, but instead have triggered an explosion of new scholarship and newly energized debate in college classrooms.

In the past, the voices of white women and people of color were, in fact, largely absent from the college curriculum. Students today are being exposed to a much richer and more intellectually comprehensive education based on scholarly research that has uncovered and interpreted texts by white women and people of color, and has explored the historical and cultural experiences of a wide variety of groups throughout history.

This new scholarship has been accompanied by a newly invigorated commitment to classroom teaching designed to provide students with skills they will need in today's diverse and increasingly

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interconnected global society. New college courses, like one at the University of Michigan on "Intergroup Relations, Conflict and Community," are teaching students valuable skills in intercultural communication, conflict resolution and collaborative problem solving. Rather than having an unexamined ideology imposed on them, as some critics contend, students are being encouraged to critically analyze texts and social and political problems.

New service learning programs across the country are fostering a sense of civic commitment among students as they work to solve problems in diverse communities.

The new curricular options are not pushing traditional canonical texts out of college classrooms. Faculty are teaching traditional texts within a fuller historical context. They are providing students with a deeper understanding of our nation's and the world's history and cultures.

- Daniel Gordon, a professor who taught in the frequently-attacked "Cultures, Ideas, and Values" general education program at Stanford University, reports, "'I was not given a political agenda . . . I often formulated arguments in favor of absolute monarchy, aristocracy, male-dominance, and slavery.' Gordon also notes that 'the students themselves do not feel that they are being pressured to adopt a "correct" ideology.' Instead, the students describe the course favorably in their evaluations, writing that 'homogenous thought is not what this class is all about. We were expected to challenge ourselves and others.'"[7]

Further, students who are given the opportunity to learn about and discuss topics like racial prejudice and anti-Semitism in the controlled environment of a college classroom report that it becomes easier for them to discuss these kinds of issues in mixed student groups outside the classroom.

- Students taking a required course at SUNY-Buffalo, "American Pluralism and The Search for Equality," consistently report that the course allows them to consider issues they have little experience discussing in public settings. In the midst of a heated campus debate in which race figured prominently, it was students from this course who were most informed about the issues.

- Students taking a required course at Olivet College in Michigan, "Self and Community," also report that studying and engaging in classroom dialogue about sensitive issues like racial discrimination has made it easier to bridge racial lines in social settings on campus. One white student quoted in a report on curricular changes at Olivet "believed that the course had helped her develop deeper relationships with students of color."[8] An African American student leader was quoted in the *Detroit Free Press* describing what she gained from this new course and other diversity programs at Olivet: "I had some white students who had never experienced prejudice, who came to me in my dorm and said, 'Can you explain this to us?' and I had no problem explaining it."[9]

These types of courses are increasing dialogue and decreasing the natural tendency of students to avoid intercultural contact. Courses that deal directly with bias and discrimination may make some students uncomfortable at the time, but they are preparing students to function effectively in a diverse society. There is far more *open* debate on college campuses about important social issues than ever before.

Are Faculty Members Silenced By "Political Correctness?"

Reports that faculty members feel silenced by some "political correctness" campaigns on college campuses also have been greatly exaggerated.

- "A survey of 210 faculty by Lionel Lewis and Philip Altbach found that 'political correctness had relatively little salience among our respondents.' More than two-thirds of the professors felt 'vulnerable and buffeted,' but the cause was budget cuts, not political correctness."[10] A 1991 survey by the American Council on Education also concluded that "reports of widespread efforts to impose politically correct thinking on college students and faculty appear to be overblown."[11]

If anything, academic freedom has become more protected over the past few decades.

- An American Association of University Professors (AAUP) investigation "found that in the 1970s, fifty-five faculty were involved in civil liberties or political ideology cases, compared with only two in the 1980s — and in almost every case it was leftist faculty whose rights were violated . . . the AAUP has reported virtually no attacks on the academic freedom of conservatives."[12]

An examination of the evidence finds that charges of widespread "political correctness" are misleading. As John Wilson states in his recent book:

> Though imperfect, universities are at the center of intellectual debate in America . . . American universities are the freest places on earth, freer than they have ever been. The main flaw with American higher education is not that colleges and universities are too egalitarian, but that they remain places of privilege. . . . Despite all the complaints that the Western tradition is being discarded, the curriculum at American colleges remains dominated by traditional Western works. Despite all the complaints about conservatives being censored by intolerant minorities, the average female, black, Hispanic, gay, or lesbian student is far more likely to face harassment and abuse than the average white male conservative. Despite all the complaints about "political correctness," the truth is that radical students and faculty face much more discrimination and oppression on campus.[13]

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Prepared by Debra Humphreys,
Association of American Colleges and Universities,
for the Campus Diversity Initiative

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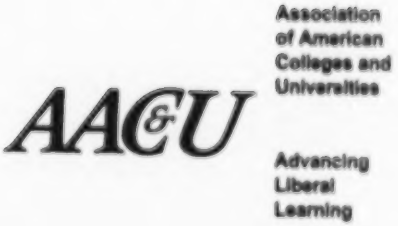
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